

Contents

Introduction: Differentiated Reading Instruction Reaches Every Reader	6
---	---

Part I ♦ Differentiated Instruction in Language Arts:

Strategies for Reading, Thinking, and Writing to Learn	15
Differentiating With the Reading Strategy Curriculum.	17
The Three-Part Reading Model	18
The Strategy Lesson Framework: Making the Reading Process Accessible to All Students.	19
Dynamic Big-Picture Plans Help You Differentiate	22
Just-Right Books Differentiate Every Time	24
Implementing the Reading Strategy Curriculum in Your Differentiated Classroom	25
Putting It All Together: Sample Schedules.	29
Assessment: The Foundation of Differentiated Reading Instruction.	33
Defining Terms: Assessment, Evaluation, Interventions, and Scaffolding	34
Getting to Know Your Students: The First Step Toward Differentiation	35
Table of Contents for Forms That Help You Get to Know Students (Assessment Forms 1–4).	37
Monitoring Students' Reading.	42
Table of Contents for Checklists to Monitor Students' Reading (Assessment Forms 5–9).	43
Tips for Taking Observational Notes	50
Assessing Comprehension With Retellings	52
Table of Contents for Retelling Assessments (Assessment Forms 10–12)	56
Students' Self-Evaluation as Assessment	60
Helping Students Self-Evaluate	62
Table of Contents for Self-Evaluation Forms (Assessment Forms 13–16)	63
Tips for Using Assessments to Differentiate Instruction.	68
Evaluate, Interpret, Plan, and Teach (Assessment Form 17).	70
Tips for Transforming Assessments Into Interventions	71
Suggestions for Designing Reading Tests	72
Some Final Thoughts on Assessment	74
Reading Strategy Lessons for the Differentiated Language Arts Classroom.	75
Build Students' Knowledge of Story Grammar and Text Features: Ideas From a Differentiated Classroom	76
The Reading Strategy Lessons.	80
The Uses of the Teaching Transparencies	84
Sample Literature Included for Strategy Lessons	84
Table of Contents for Strategy Lessons in the Language Arts (Strategy Lessons 1–32)	85
Lessons That Prepare Students to Read	89
Lessons That Show Students How to Self-Monitor During Reading.	98

Lessons That Encourage Reflection After Reading	111
Lessons for Strategies That Span the Three-Part Reading Model	143
Lessons on Transparencies to Help You Teach and Reteach Strategies	158
Table of Contents for Lessons on Transparencies (Transparency Lessons 1–10)	159
Table of Contents for Independent Practice Reproducibles (Student Reproducibles 1–22)	184
Table of Contents for Extra Practice Reproducibles (Student Reproducibles 23–31)	208
Table of Contents for Reproducibles That Challenge and Extend Students’ Thinking (Student Reproducibles 32–41)	218

Part II ♦ Differentiated Instruction in the Content Areas:

Strategies for Reading, Thinking, and Writing to Learn	229
The Textbook Isn’t Enough: A Rationale for Differentiated Instruction in the Content Areas	230
Differentiate by Providing Multiple Texts for Students	233
Differentiate by Providing Scaffolds	234
Integrate Thinking and Writing to Learn Into Lessons	241
Designing Tests in Math, Social Studies, and Science	242
Big Picture Plans Help You Differentiate	244
Tips for Integrating the Teaching of Reading Strategies Into Your Content Area	248
Assessment Informs Differentiated Instruction in the Content Areas	250
Developing Students’ Awareness of Their Test-Taking Skills	251
Table of Contents for Assessment Forms for Content Areas (Assessment Forms 18–20)	255
Reading Strategy Lessons for the Differentiated Content-Area Classroom	259
Table of Contents for Strategy Lessons in the Content Areas (Strategy Lessons 33–51)	261
Lessons That Prepare Students to Read	262
Lessons that Foster Self-Monitoring During Reading	276
Lessons That Encourage Reflection After Reading	281
Lessons on Transparencies That Help You Teach and Reteach Strategies	310
Table of Contents for Lessons on Transparencies (Transparency Lessons 11–20)	311
Content-Area Independent Practice Reproducibles	331
Table of Contents for Independent Practice Reproducibles (Student Reproducibles 45–56)	332
Table of Contents for Extra Practice Reproducibles (Student Reproducibles 57–63)	345
Table of Contents for Reproducibles That Challenge and Extend (Student Reproducibles 64–68)	353

Part III ♦ Differentiated Instruction Through Journal Writing:

Strategies That Improve Comprehension and Recall	359
Differentiating With Journals in an Eighth-Grade Reading-Writing Workshop	360
Note-Making or Note-Taking? Thinking and Connecting Ideas in Journals	363
Journal Assessments That Support Differentiated Instruction	364

Table of Contents for Forms for Evaluating Journals (Assessment Forms 21–24)	366
Table of Contents for Forms That Encourage Students to Evaluate Then Improve Their Journal Writing (Assessment Forms 25–27)	371
Use Journal Assessments to Plan Instruction and Interventions	375
Evaluate, Interpret, Plan, Teach: Journal Writing (Assessment Form 28)	377
Journaling Lessons for the Differentiated Classroom	378
Lesson Format: From Teacher Modeling to Student Collaboration.	379
Table of Contents for Journal-Writing Lessons to Improve Comprehension and Recall (Strategy Lessons 52–65).	383
Lessons for Double-Entry Responses	384
Lessons for Graphic Organizers	397
Teaching with the Transparencies of the Graphic Organizers	397
Lessons for Note-Making	408
Part IV ♦ Classroom Libraries: Your Key to Differentiated Reading Instruction	415
Finding the Funds to Build Differentiated Classroom Libraries	417
Why Students Value Classroom Libraries	417
Insights Into Students' Independent Reading Help You Differentiate	419
Table of Contents for Independent Reading Forms (Assessment Forms 29–34)	421
Student Book Talks That Work: The Best Advertisement for Reading.	431
Making Variety the Hallmark of Your Classroom Library	434
Organizing and Displaying Your Classroom Library.	435
The Benefits of Recreational Reading	438
What to Expect When Students Discuss Books.	439
Discussion Question Cards	441
Spotlight New Books and Old Favorites: Using Teacher Book Talks	443
Part V ♦ Professional Study and Developing a Theory of Learning	445
Ongoing Professional Study at the Building Level.	446
Frequently Asked Questions and Answers About Professional Study.	454
Professional Study Forms.	455
Appendices	458
Women Win the Right to Vote	459
Hero Dogs	461
Harriet Tubman and the Freedom Train	464
The Volcano That Shook the World: Krakatoa 1883	466
Some Excellent Magazines and Newspapers	470
Suggested Reading Related to Differentiation	471
Planning Grid for the Language Arts	473
Planning Grid for the Content Areas	485
Planning Grid for Journal Writing	493
Bibliography of Research	497

Differentiated Instruction in Language Arts: Strategies for Reading, Thinking, and Writing to Learn

Each year when I survey my students and the students of teachers I coach, I ask, “Why do you read?” I often get responses like “I don’t” or “Cause teachers make me.” One fourth grader, Bo, told me, “Because I live in the country.” When I asked Bo to explain his statement, he replied, “I live far from anyone. It’s something to do. And it’s fun—better than television.” Bo chooses to read, and he finds pleasure in reading. Perhaps a bit of boredom originally sent Bo to books. And it’s true that boredom is one path to developing the imaginative, inner life that is diminishing in this world of MTV, videos, television, and electronic games. But Bo continues to read because he enjoys it. As he raises the mileage on his reading odometer, Bo improves his vocabulary and develops reading stamina because he practices reading daily (Allington, 2001; Block & Mangieri, 2002; National Assessment of Educational Progress [NAEP], 2002).

Learners who have reading stamina also have the confidence and self-esteem (Guthrie & Humenick, 2004; Kohn, 1994; Lipka, 1997; Wigfield & Eccles, 1994) as well as the strategies and skills to meet the demands of more-challenging texts (Allington, 2001; Duke & Pearson, 2004; Tierney & Readence, 2000). Allington points out that when students’ free choice reading is at their recreational level, which is easier than their independent level, they refine their understanding of structure and their ability to apply strategies, and at the same time, they enlarge their vocabulary. The 2002 NAEP study of fourth graders confirms Allington’s findings. On the reading test,

Experiences That Develop Reading Stamina

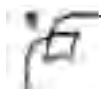
The reading stamina I want for all learners develops from the following:

- ◆ understanding specific strategies such as making inferences, visualizing, posing questions, and cause/effect/infer;
- ◆ practicing and absorbing these strategies at school under the guidance and expertise of a teacher in order to make meaning during and after reading;
- ◆ applying strategies to independent reading materials in all subjects and at home;
- ◆ enlarging vocabulary by continually meeting new words in different contexts;
- ◆ gaining insights into a variety of genres, such as biography, informational books, realistic and historical fiction, suspense, science fiction, mystery, fantasy, fairy and folk tales, myths;
- ◆ choosing to read for entertainment and to learn;
- ◆ developing the cognitive, social, emotional, and text strength needed to become a proficient reader and thinker.

fourth graders who read 11 pages or more a day consistently outperformed peers who read fewer or no pages a day.

Students who read this much are doing just what you and I do: choosing to read books that are accessible, enjoyable, and on topics that interest them. The more they practice, the better chance of progress students have. This finding leads to one key element of differentiated reading instruction: allowing—better yet, insisting—that students conduct the bulk of their reading on their independent reading level. This has profound implications for the way we teach. We must provide reading materials on a wide range of levels, topics, and genres. We must find instructional materials on a range of levels. And we must demonstrate that while what everyone reads may be different, it's the reading itself that matters. Daily practice reading from easy text combined with excellent strategy instruction helps students develop the reading stamina that is essential for academic success (Bock & Reed, 2003; Galda & Cullinan, 2003).

The challenge for teachers is selecting the right strategy lesson at the right moment and preserving productive independent reading time. The materials in this resource will help you fulfill this challenge with confidence. The assessments, lessons, and differentiated practice sheets are based on a solid foundation of research on the reading process, differentiated instruction, flexible grouping, and the importance and value of meaningful discussions about texts between students. What follows are summaries along with the supportive research of the underpinnings of the basic elements you'll find as you read and explore the materials in this binder.



Checklist of Strategies Students Use Before Reading

KEY: R=RARELY S=SOMETIMES U=USUALLY NO=NOT OBSERVED

BEFORE-READING STRATEGIES	INDICATORS THAT STUDENT USES THE STRATEGY	DATE	KEY
Brainstorm, Cluster, Fast-Write, Web, List, K-W-H-L	Uses these to activate prior knowledge and experiences to improve comprehension.		
Predict	Uses title, pictures, and some text to support predictions.		
Question	Uses pictures, title, topic, chapter headings, boldface heading and words, captions, graphs, and charts to generate meaningful questions.		
Visualize	Creates mental pictures of words, concepts, and predictions.		
Make Connections	Uses title, topic, pictures, and parts of the text to make personal connections.		
Set Purposes	Uses pictures, title, topic, chapter headings, boldface heading and words, captions, graphs, and charts to set purposes for reading or to generate questions or make predictions that set purposes.		

ADDITIONAL NOTES AND COMMENTS:

Differentiated Instruction in the Content Areas: Strategies for Reading, Thinking, and Writing to Learn

Recently, in early September, Sarah Armstrong, assistant superintendent of instruction for Staunton City Schools in Virginia, invited me to work on literacy with the art, music, and physical education teachers at Shelburne Middle School. Because of Sarah's efforts, many teachers working for the school district embraced the concept that every teacher was a reading, thinking, and writing teacher. History and science teachers at Shelburne had begun to differentiate reading instruction in their classes. In a room off the main library, content teachers stored five to seven copies of books at diverse reading levels on topics they taught. When students studied and classified the different kinds of rocks and how each was formed in science or when they studied World War II in history, teachers could choose from related texts that met the wide range of students' instructional reading levels. Jen Morris, Shelburne's librarian, worked closely with content teachers to help them select the best trade books available on a topic.

However, Sarah's new assignment felt daunting, and here's why.

Often, I sense resistance when schools require that art, music, and phys. ed. teachers attend a literacy workshop with language arts, history, science, and math



teachers. And here I was, accepting the challenge to work on reading and writing with those reluctant-to-incorporate-literacy teachers!

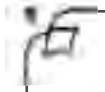
During the morning I had teachers dribble and pass a basketball, kick and pass a soccer ball, and list the vocabulary students needed to talk about these sports. As teachers listened to a recording of Mozart's *Jupiter* Symphony, pairs talked, then wrote what they knew about symphony orchestras. Groups read short biographies about artists from Kathleen Krull's *Lives of the Artists* (Harcourt, 1995) and created presentations. We enjoyed a Readers Theater, an interview, and a radio play with sound effects. We created word walls about basketball and soccer and the orchestra. My goal throughout all of this was to get these teachers to see the connection between language and learning in a new way. So often, content teachers tell me, "I teach information and not reading and writing." That statement fascinates me, for reading, talking, and writing are research-proven ways of learning information. But that day I planned carefully, and I purposely engaged these teachers in talking to learn, in hands-on experiences that led to writing, and in reading and dramatizing to share information.

That morning, the messages teachers transmitted with their body language and their comments ranged from "Okay, we'll sit through this and then forget all about it" to "I may actually be able to use some of these experiences with my students." A month later, when I returned to Shelburne to work with language arts teachers, principal Barbara Smallwood took me on a tour of the gymnasium and two classrooms. In the gym were two huge word walls: one filled with basketball words, the other with words relating to conditioning and diet. Students in music were designing an illustrated guide to orchestral instruments. Seventh- and eighth-grade art students were involved in a mini-unit on artists. In addition to reading short biographies, students collected photos of the artists' work from the Internet. Helping teachers make paradigm shifts like these can be challenging, but it is always joyful, energizing, and satisfying.

The Textbook Isn't Enough: A Rationale for Differentiated Instruction in the Content Areas

Research has demonstrated that the textbooks students use in middle school are written at or above grade level and are difficult for many students to comprehend (Beck et al., 1997; Beck & McKeown, 1991; Freeman & Person, 1998; Zarnowski, 1998). However, many content area teachers assume that their students can read and understand them without assistance. Unfortunately, this is not the case. Not all students entering middle school or high school have the reading proficiency needed to tackle reading and learning from assigned textbook chapters. In fact, according to *Reading Next: A Vision for Action and Research in Middle and High School Literacy* (Snow & Biancarosa, 2004), "a full 70 percent of U. S. middle and high school students require differentiated instruction, which is instruction targeted to their individual strengths and weaknesses" (p. 8).





Content-Area Reading Strategy Checklist

Directions: Complete the checklist by checking all that apply. Write any additional comments or questions you have on the back of this form.

BEFORE READING

- _____ I preview the section or chapter by looking and thinking about the boldface headings and vocabulary.
- _____ I read the sentences around boldface words that are unfamiliar.
- _____ I read the captions, charts, graphs, and diagrams.
- _____ I develop a general idea about the content I will read.
- _____ I review the purposes that the teacher or I have set before I start to read.

DURING READING

- _____ I know when I'm confused, and I reread to understand.
- _____ I continue asking questions and look for answers as I read.
- _____ I look for information that relates to the purpose I've set or that the teacher or class has set.
- _____ I stop after each section and try to remember what I've read.
- _____ I try to use clues in the sentences, charts, and pictures to figure out new words.
- _____ I take notes when the reading has lots of new information.
- _____ I jot down questions to ask my teacher, especially when I'm confused.

AFTER READING

- _____ I discuss ideas with a partner or group.
- _____ I note new vocabulary in my journal.
- _____ I use graphic organizers to note and organize information.
- _____ I skim to find parts that may answer a question and reread these.
- _____ I study my notes and reread important parts after each assignment.

Differentiated Instruction Through Journal Writing: Strategies That Improve Comprehension and Recall

I have three quotations about writing clipped to the outside cover of my lesson plan book. At the end of the week when I close my plan book I read them. On Monday, when I arrive at school and open my plan book, I read all three again. They're also posted with a magnetic clip to the chalkboard of my classroom for me to share with students and for them to read.

I write to find out what I'm thinking about. —Edward Albee

How do I know what I think until I see what I say? —E. M. Forster

*For me the initial delight is in the surprise of remembering
something I didn't know I knew.* —Robert Frost

These quotes are a continual reminder that writing is an act of discovery (Murray, 1984; Self, 1987; Zinsser, 1988). That's why writing to think, learn, deepen comprehension and recall, solve problems, and self-evaluate has become an integral part of language arts and content-area classes. Journaling also allows each student to

work at his or her own level, so it is an excellent learning tool for the differentiated classroom. It shows teachers what students can do and what they need. It can also be used by students to self-evaluate their progress. That's why in my classes and the classes of teachers I coach, students' journals are always open on their desks, poised to receive writing. The snapshot of the journaling process that follows will enable you to visualize this process.

Differentiating With Journals in an Eighth-Grade Reading-Writing Workshop

During the first week of school, I read aloud Robert Southey's "Bishop Hatto," a narrative poem that always captures students' attention. The lesson opens with groups of four discussing, for two minutes, what they think they know about poetic justice. Then students write what they recall from the discussion in their journals. Most write, "I know absolutely nothing." A few risk guessing and write, "A kind of justice found in poetry." You'll find a variation of response in journal writing because it is a natural way for students to demonstrate where they are.

Then I read the poem. (See page 361 for a summary of it.) I invite students to write an unprompted response—an initial reaction to it (Rosenblatt, 1938, 1978). Volunteers share their unprompted responses, and then groups, using what occurs in the poem, discuss what poetic justice may be. Francesca says, "It's revenge—getting even in the same way."

When I ask, "What do you mean by 'in the same way'?" Francesca quickly explains that Bishop Hatto called the poor "rats," so rats destroyed him.

C. J. adds, "It's like an eye for an eye, a tooth for a tooth in the Bible."

Grace writes in her journal:

This kind of justice still goes on in some third world countries. I read about this girl who was raped and got pregnant in an African village and the elders wanted to stone her to death.

Next, I invite students to reflect on the discussion, add to their journal entries, refine their ideas, and then share. Emily surprises herself and all of us when she reads what she wrote:

Rats are pests. The bishop thought the poor were pests and called them rats. So rats did him in.

"I never thought of the word *pests* until I started writing," Emily said.

This journaling process includes thinking and talking and thinking again before asking students to write (Alvermann, 2000; Alvermann et al., 1987; Applebee et al., 2003; Harvey, 1988). This process enables every student to work with the content on his or her own level. My eighth graders always want to talk and write; it's the model they practice in many subjects. In my classes, I separate thinking and talking from



Content and Conventions Feedback From Students' Journals

Topic of Journal Entry _____ Date Read _____

CONTENT GUIDELINES

1. Follows guidelines for entry
2. Uses specific and detailed examples from the text
3. Has correct heading
4. Connects, infers, questions

WRITING-CONVENTION GUIDELINES

1. Uses complete sentences
2. Includes correct capitalization
3. Uses commas in a series of words and in a compound sentence

STUDENT	CONTENT NEEDS	WRITING-CONVENTION NEEDS